

21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS  
Promising Practice Cover Sheet

APPLICANT: Burlington School District  
(i.e. Supervisory Union, CBO, FBO, or School)

CONTACT

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Who will be the fiscal agent for this grant? Burlington School District

Who was the lead grant writer for this application? Betsy Liley/ Ethan Hausman

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Estimated total hours it took to create this application: \_\_\_\_\_

Partnership School(s) or site Burlington School District, Flynn Elementary

**Request one funding source**

       Nellie Mae Education Foundation Award        Middle School Only (\$10,000)

       21<sup>st</sup> CCLC Promising Practice Award        Middle School (\$2500-\$7500)

       x        21<sup>st</sup> CCLC Promising Practice Award        Elementary        High School (\$2500-\$10,000)

Amount Requested: \$ 3864

**Partner Signatures**

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I have read this proposal carefully and agree with the specific commitments listed herein:

Name Bonnie Ayer Signature \_\_\_\_\_

Title: Principal, Flynn Elementary

Name Rebekah Thomas Signature \_\_\_\_\_

Title ESL Teacher, Flynn Elementary

Name Susan Held Signature \_\_\_\_\_

Title Special Education Teacher, Flynn Elementary

Name Mary Kay O'Brien Signature \_\_\_\_\_

Title QUEST ESL content specialist; after-school ESL teacher, Flynn Elementary

*Please note:* This program will serve students whose native language is not English.

## **Program Need and Description (35 Points)**

### **A. An evaluation of the community needs including students and their families' needs including evidence of need for the promising practice (10 points)**

The Burlington School District is Vermont's largest and most diverse K-12 school district, educating about 3,600 children. These students have much higher than county or state averages in poverty, speaking English as a Second Language and other challenges.

Burlington also is one of about two dozen refugee resettlement communities in the nation. In the last 15 years, the Burlington schools have seen a more than 400% increase in the number of students served in the English as a Second Language.

One of the most pressing needs of the Burlington School District is the capacity to serve students whose native language is not English. About 11% of Burlington students are actively served in the District's English as a Second Language programs; across Vermont about 1% of students have a native language other than English.

Most recently, a group of students from Africa have come to the Burlington area with significantly more challenges than earlier refugee groups who had experience with elements of Western culture such as schools, reading and schools. The Bantu people were a nomadic tribal people who have no written language, had not lived in buildings and did not attach numerals to numbers. These people also lived much of their lives on the equator.

The No Child Left Behind Act requires that all students achieve grade level proficiency in reading/language arts or math by 2014, regardless of language or cultural barrier, learning disability, race, sex or socioeconomic status.

The Burlington School District's mission is to educate all students. The mission reads that "in partnership with families and the community, will educate and inspire students to influence and shape the future."

Flynn Elementary School's needs echo or exceed those of the city as a whole:

<i>Data date</i>	<b>Flynn Elementary</b>	<b>Burlington (2004-05)</b>	<b>Vermont (2003-04 )</b>
<b>Number of students</b>	337	3,641	99,104
<b>Dropout</b> <i>(state data is for 2002-03, most recent available)</i>	N/A	3.1%	3.5%
<b>English as a Second Language identified</b>	25.8%	14.3%	1.03%
<b>Number of non-English languages spoken by students</b>	18	28	N/A
<b>Qualify for free /reduced meals</b> <i>(state data is 2002-03)</i>	54.3%	49%	26.4%

### **B. A detailed description of the promising practice. Include numbers of students served, schedule, # days or hours, ratios, and staffing. (25 points)**

Each Monday through Thursday, 20-plus English Language Learner students at Flynn Elementary School get a daily 90 minutes of intensive academic intervention.

Supervised by an English as a Second Language teacher and two other adults each day, the program provides a consistent time and quiet place for ELLs to learn. That ratio of one

teacher to seven to ten students as well as hours of support make it Burlington After School's most expensive single program.

After eating a snack, the students begin work on their homework and get intensive literacy support based on the Readers and Writers Workshop. Students who have finished their homework by 3:30 p.m. spend the last half hour reading independently with adult support. The staff continue to work with students who need extra help or have a lot of homework.

In its fifth year, students, parents and school staff say the program is a success because of longer daily exposure to the language, better understanding of their assignments and strong reinforcement of positive study habits. Teachers believe this program contributes to ELL's scores above the school and district average on state assessments.

Another key is that largely the same student cohort is served each day. As new students enter the school throughout the year, they often are added to the program but many students attend each day or a significant number of days a week.

Because of its success and the continued influx of ELL students to Flynn, this year the program has been limited to students in grades 3-5 because space constraints mean students in all grades cannot be served. *Please note that in Question 3, data is used for Grade 2 DRA; many of those students were served in this program in previous years.*

Additional funding would allow the program to provide programs to students in grades K-2 and to meet the burgeoning needs of students in Grades 3-5.

## **2. Program Management (25 Points)**

### **A. Clearly defined responsibilities and qualifications of promising practice staff and leadership (10 points)**

The Flynn ELL after-school program is supervised and managed each day by a licensed ESL specialist or special education teacher. These teachers work at Flynn or as a District teacher content specialist (a nationally recognized Teacher of English as a Second Language). They get to know the students as well as their academic strengths and weaknesses by working with many of the same students during the school day. The program for five years has been consistently staffed by the same team of teachers, providing student-friendly consistency and stability. These teachers work with students directly and supervise the instruction provided by the other adults working in the program. *Resumes of these key staff are included in the appendices.*

Every day, at least two other adults work with students and the licensed teacher in the program. These staff members come from a variety of backgrounds. Often they are paraeducators who work at the school during the school day. The familiarity that paraeducators have with the students, and vice versa, makes it a natural arrangement that reinforces the sense of community at the school.

Parents have also worked in the program, which extends the work to make ESL parents part of their children's education. Reading Information Day is an example. Workshops that demonstrate how parents can partner-read with their kids are offered; translators in multiple languages are available. Parents take home bookmarks printed with similar instructions translated into the school's most prevalent languages. Student teachers from the local colleges and community volunteers have also worked in the program.

Most of the staff members' time is spent working directly with students on academic assignments they've been given as homework. Often that is done in a one-on-one format and sometimes in small groups if several students are working on the same assignment. At times when staff members are not working directly with a student, they answer students' questions,

define unfamiliar words or proof-read completed work. Maintaining the quiet and academic tone of the classroom is also a regular part of their responsibilities in the program.

**B. How the promising practice links with the school day including staffing, curriculum, space and systems/tools. Include specific commitments from partners and joint planning activities. (15 Points)**

The ESL homework program is designed to link closely with the school day.

The program takes place in the same classroom every day. That classroom is the same one designated for ESL specialists and special education teachers to work with ELLs and special-needs students during the school day. Thus, the familiar physical space used for the program reinforces both the academic tone and the concept of continuation of the school day.

The emphasis of the program is an “extended-day” model. Both the literacy and math curricula reflect that emphasis by closely mirroring those in the classroom. Students spend time working on Mathland assignments that are often inaccessible to them because of Mathland’s language-intensive approach. Furthermore, students sometimes work on their math-portfolio problems, which present particular challenges because they are usually multi-step “word problems.” The homework program provides the opportunity for students to discuss those problems in order to better understand the language-based elements. Just as during the school day, Reader’s Workshop is a prominent component of the homework program. Independent reading time is built into the daily schedule and includes aspects of Reader’s Workshop that include reading from books leveled “just right,” partner reading and emphasis on stamina, fluency and comprehension.

The writing instruction students get during the homework program is intended to closely parallel and complement the writing instruction that students get in the classroom, which is based on the Writer’s Workshop model of Columbia Teachers College. Students receive guidance on work for their writing portfolios, when assigned by classroom teachers.

**Partner commitment:** This program does not involve outside partners but the signatures on the cover sheet indicates the strong support from the school principal and the teachers that work within the program. With their signatures, the principal and school staff are pledging ongoing support of their respective resources to support the program including:

- Flynn Elementary School / Burlington School District: As noted above in Questions 1 & 2 plus support and input on program operation; ESL program staff support; school facilities; some materials and equipment; communication and other venues to contact parents and students; sharing of information, protocols and information; infrastructure including special education for training and compliance; Food Service for snack and federal meals program reimbursement; Business Office for financial management.

**Joint planning activities:** As noted above, this program has been in operation for many years. Ongoing meetings with the school, site coordinator, ESL staff at the school and District level and other District staff guide the development of new programs and continuation and improvement of existing programs.

**3. Program Evaluation (30 Points)**

**A. A description of the promising practice’s objectives including a description of the measurements you will use to determine success including clearly defined program goals, numeric objectives, and specific outcomes. (10 points)**

Program goals	Numeric objectives	Outcomes
Improve students' academic achievement	5% of regular attendees* core grades in English will increase a half grade or more	Students succeed in school
Offer targeted programs to those students most in need	Total participation will be at least 20 students as prioritized by the ESL teaching staff at Flynn	Students participate in ESL out-of- school time programs
Improve ELLs' success on standardized literacy assessments	Flynn Elementary ELL scores on standardized assessments (WIDA, NECAP or QRI) will increase.	All students meet NCLB goals.

\*A regular attendee as defined by US ED.

**B. Provide data that gives evidence of the efficacy of the promising practice. (20 points)**

Flynn Elementary School is the only school in the Burlington School in which English Language Learners have subgroup scores on the state assessments that exceed the school and state scores.

The Flynn staff has said that the Flynn After School ELL program is key to this academic success because it provides 90 minutes of extended academic time and it serves a significant percentage of the school's English Language Learners consistently during the year.

Spring 2005 state assessments	school %	Not / ELL	ELL
Barnes - 2DRA	30		-
Champ - 2DRA	81	87	-
EES - 2DRA	78	78	-
Flynn - 2DRA	90	92	86
Smith - 2DRA	86	86	-
Wheeler - 2DRA	76	72	-

*Shaded cell indicates individual school % rates higher than District average*

The Spring 2004 Grade 2 and Grade 4 state assessments showed similar results. The Grade 2 Flynn DRA English Language Learner group was the only English Language Learner group among Burlington's six elementary schools that exceeded the District average.

This program meets the state definition of "promising practice" in the following ways:

Promising practice definition	Flynn program demonstration
Incorporates the philosophy, values, characteristics, and indicators of other successful programs or approaches.	Extended day programs have repeatedly shown their impact on academic success.
Is based on guidelines, protocols, standards, or preferred practice patterns that have been proven to lead to effective outcomes	This program has been refined over the past five years.
Is a process of continual quality improvement.	The program is evaluated twice a year by the program staff, project site coordinator and principal as well as other school staff.

Has an evaluation component/plan in place including quantitative and/or qualitative data to move towards a demonstration of effectiveness.	Evaluation includes a review of students served, their academic and social success, both quantitatively and qualitatively.
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In summary, this promising practice is an extended day literacy model enhanced by the consistency of student participants, a high-quality staff, significant integration with the school day and a strong qualitative and quantitative evaluation.

#### 4. Budget and Budget Narrative (10 Points)

Expense	Detail	Current program	Proposed expansion	Promising Practice request
<i>Personnel</i>	Certified teacher at 1.5 hours a day, 120 school days at \$23/hour	4140		
	Two additional staff at 1.5 hours a day, 120 school days at \$10/hour	3600		
	Certified teacher at 1.5 hours a day, 120 school days at \$23/hour		4140	2484
	One additional staff at 1.5 hours a day, 120 school days at \$10/hour		1800	1080
	<i>Subtotal</i>	7740	5940	3564
Benefits	FICA at 7.65% for wages	592	454	273
	Workers compensation at 0.077% of wages	60	46	27
<b>Total</b>		<b>8392</b>	<b>6440</b>	<b>3864</b>

##### Budget narrative:

This budget will support this promising practice only. The costs of the program operation are staff. Students use resources available during the school day in this program. Neither program administration nor overhead is included in this proposal. This application meets federal guidelines.

Direct service staff: As noted above, the key staff for this program are certified teachers as well as support staff. The staffing is one certified teacher a day plus two support staff. The proposed program expansion would support two additional support staff.

Benefits: Benefits would pay for the required FICA or Social Security tax and worker's compensation.

##### Assurances:

If selected, the grantee provides the following assurances that it will:

- Will assist in the design of and attend meetings that focus on sharing and replicating promising practices with other grantees, assuming these do not conflict with providing services to students including timing of and costs related to the training.
- Participate in US ED required evaluation.
- Attend VDOE workshops